

Work sample: Different types of text

Relevant part of the achievement standard

By the end of Year 3 students listen to, read and view a range of spoken, written and multimodal texts, identifying their different purposes. They listen attentively to others' views and respond appropriately. They use monitoring and self-correcting strategies to clarify meaning when reading, viewing and listening to an increasing range of types of texts. They retrieve literal information in texts, and can also make appropriate inferences. They explain ideas, events and actions, referring closely to selected detail. They share personal responses to and opinions about texts, providing relevant supporting information and detail. They recognise the representation of characters, settings and events in imaginative texts and also start to evaluate point of view. They make relevant connections between visual and written elements in multimodal texts.

Students create a range of imaginative, informative and persuasive written, spoken and multimodal texts for familiar and unfamiliar audiences. They contribute actively to group discussions, asking relevant questions and building on others' ideas and providing useful feedback. They speak expressively and clearly about familiar ideas and information to known small audiences, in mostly informal situations. They order ideas in sequence, and provide relevant details to support ideas. They create imaginative texts based on characters and situations encountered in their reading and viewing. In these texts they express and develop experiences, events, information, ideas and characters in some detail. They organise texts in paragraphs composed of logically grouped and sequenced sentences. Short sentences are meaningful and correctly structured, and some complex sentences are used appropriately. They choose vocabulary appropriate to the purpose and context of their writing. They use simple punctuation correctly, and use a variety of spelling strategies to spell high frequency words correctly.

Summary of task

After studying different text types, students were asked to identify two language features and two organisational features of four different types of text – Instructions, newspaper articles, texts providing information and narratives.

Student attainment of the achievement standard is determined at the end of a reporting period after reviewing relevant assessment evidence.

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Important Features of Different Types of Texts

Think about the different types of text we have studied and complete the tables below. Write two organisational and two language features for each one. You may choose two text types of your own to help complete the table.

Instructions	Newspaper Article
1 The text is organised in steps.	1 The text is organised using small parts, photographs.
2 The text is organised in dotted lines.	2 It has headlines, columns, not big page sub-heading, topic sections (e.g. sport at back).
3 The language is simple.	3 The language is informational (who, what, where, why).
4 The language is sometimes confusing.	4 The text has a lot of language.
Information	Narrative
1 The text is organised in sentences.	1 The text is organised in small parts, small pages.
2 It has headings and sub-headings.	2 The text is organised in chapters.
3 It uses describing words.	3 The language is interesting.
4 It has captions and labels.	4 The language is funny.

Annotations

Identifies a range of the different text structures and features used in texts.

Identifies some language features used in different types of texts, for example describing words.

Focuses on the purpose of narrative text rather than the language features, for example 'The language is funny'.

Uses correct pronoun referencing to link ideas when writing about informative texts, for example 'it'.

Uses appropriate technical words, for example sub-heading, captions, chapters.

Uses mostly simple sentence structures with accurate punctuation.

Annotation summary

This work sample demonstrates knowledge that there are different types of texts (instructional, newspaper, informative and narrative) and that they serve different purposes. It shows an understanding that language features and structures vary according to the type of text and its purpose, and that some texts serve informative purposes while others are 'funny'. It shows knowledge of metalanguage for describing text structures and features. The student applies rules to indicate past tense, spells compound words and less common letter combinations correctly, for example 'captions'.

Acknowledgement:

ACARA acknowledges the contribution of trial school teachers and students in providing the tasks and work samples. The annotations written by ACARA are referenced to the Australian curriculum achievement standards.